

**MANNING PRIMARY**  
125 N. Boundary Street  
Manning, South Carolina 29102

**GRADES** 2-3 Elementary School

**ENROLLMENT** 505 Students

**PRINCIPAL** Jerry Coker 803-435-2268

**SUPERINTENDENT** John E. Tindal 803-435-4435

**BOARD CHAIR** Ethel W. Sweat 803-435-4435

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	23	54	19	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	N/A	N/A
2002	Good	Good	N/A
2003	Good	Good	Yes
2004	Good	Below Average	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

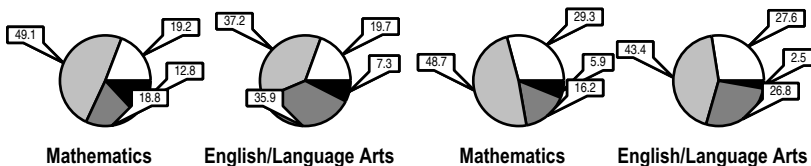
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

4.6%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	241	99.2	19.0	37.5	36.2	7.3	55.2	Yes	Yes
<b>Gender</b>									
Male	120	98.3	21.9	43.9	30.7	3.5	50.9		
Female	121	100.0	16.1	31.4	41.5	11.0	59.3		
<b>Racial/Ethnic Group</b>									
White	70	100.0	10.3	33.8	42.6	13.2	72.1	Yes	Yes
African-American	161	98.8	22.7	38.3	34.4	4.5	48.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	201	100.0	16.8	34.2	40.3	8.7	61.7		
Disabled	40	95.0	30.6	55.6	13.9	0.0	19.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	237	99.2	18.9	36.8	36.8	7.5	55.7		
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	99.2	18.5	37.0	37.0	7.5	55.5		
<b>Socio-Economic Status</b>									
Subsidized meals	189	99.5	21.9	39.3	33.3	5.5	48.1	Yes	Yes
Full-pay meals	52	98.1	8.2	30.6	46.9	14.3	81.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	241	98.8	18.2	49.8	19.0	13.0	46.3	Yes	Yes
<b>Gender</b>									
Male	120	97.5	16.8	52.2	20.4	10.6	46.9		
Female	121	100.0	19.5	47.5	17.8	15.3	45.8		
<b>Racial/Ethnic Group</b>									
White	70	100.0	5.9	44.1	25.0	25.0	63.2	Yes	Yes
African-American	161	98.1	24.2	51.6	15.7	8.5	38.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	201	99.0	13.4	50.5	21.1	14.9	51.0		
Disabled	40	97.5	43.2	45.9	8.1	2.7	21.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	237	98.7	18.1	50.2	18.5	13.2	46.3		
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	98.7	18.1	50.0	18.6	13.3	46.5		
<b>Socio-Economic Status</b>									
Subsidized meals	189	98.4	21.5	52.5	17.7	8.3	40.3	Yes	Yes
Full-pay meals	52	100.0	6.0	40.0	24.0	30.0	68.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	247	100.0	18.9	41.4	37.4	2.2	39.6
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	241	99.2	19.2	38.9	34.6	7.3	41.9
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	247	100.0	15.0	57.3	17.2	10.6	27.8
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	241	98.8	18.0	50.2	18.9	12.9	31.8
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 505)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	8.1%	Up from 6.3%	3.6%	2.7%
Attendance rate	96.4%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.8%		6.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%		4.8%	3.5%
Eligible for gifted and talented	5.5%	Up from 3.2%	7.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Down from 11.8%	8.9%	8.2%
Older than usual for grade	2.6%	Down from 4.8%	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	54.8%	Up from 50.0%	47.1%	51.4%
Continuing contract teachers	100.0%	Up from 97.2%	85.4%	87.5%
Highly qualified teachers**	92.3%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	78.3%	Up from 71.8%	85.5%	86.7%
Teacher attendance rate	92.7%	Down from 92.8%	94.8%	94.9%
Average teacher salary	\$40,150	Up 2.2%	\$40,191	\$40,760
Prof. development days/teacher	13.4 days	Up from 12.7 days	13.3 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 18.8 to 1	17.7 to 1	18.9 to 1
Prime instructional time	86.7%	Down from 92.8%	90.1%	90.0%
Dollars spent per pupil*	\$6,178	Up 7.4%	\$6,279	\$6,044
Percent of expenditures for teacher salaries*	57.9%	Down from 63.0%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.5%	Up from 91.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Manning Primary School serves 511 students in grades 2-3. 68% are black, 29.2% are white, 2.6% are Hispanic and .2% are other. 74.8% of the student population receive free lunch and .6% receive reduced price lunch.

During the 2003 - 2004 school year, Manning Primary School, for the second consecutive year, received the prestigious Silver Award from the State Department of Education. This award reflects the recognition of high levels of student achievement and high rates of student academic improvement. Once again Manning Primary School was one of 87 schools in the state to meet the annual yearly progress guidelines set forth in the No Child Left Behind Act. Manning Primary School remained involved in the South Carolina Title I School Wide Project, which combines local, state, and federal funds to provide programs that address the needs of every student by expanding the curriculum, setting higher expectations, providing additional opportunities for student success, and including the family in education. This year the MAP (Measures of Academic Progress) program was administered to our students to measure their growth in learning and achievement. This program is designed to provide accurate and immediate scores to help teachers plan instructional programs and screen students for special programs. The Academy of Reading program was also implemented to assist students in improving phonemic awareness and decoding skills resulting in increased reading comprehension. Striving to meet the needs of every student at Manning Primary School, our applied behavior therapy program for our students with autism continues to bring much positive recognition and achievement to our school. We have also maintained our accreditation with the Southern Association of Colleges and Schools (SACS).

Manning Primary School was one of 78 schools in the state of South Carolina to be named a Red Carpet School. This initiative recognizes schools with family-friendly philosophies and environments.

Chairperson of School Improvement Council - Kristen Ezquerria  
Principal of Manning Primary School - Jerry Coker

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	248	153
Percent satisfied with learning environment	86.7%	84.4%	87.2%
Percent satisfied with social and physical environment	74.2%	79.3%	80.7%
Percent satisfied with home-school relations	53.1%	81.9%	81.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.